Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☐ Transfer **X** Career Technical Education (CTE)
PROGRAM	Accounting Tech/Administrative Assistant/Office Tech	
DEPARTMENT	Business	
DIVISION	EWD	
SUBMITTER	Craig Blek	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Hire a full-time faculty member to replace two retired department members.	☐ 1 **X** 2 **X** 3 ☐ 4
	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Alison Brock was hired to bring the Office Tech program back top full strength.	

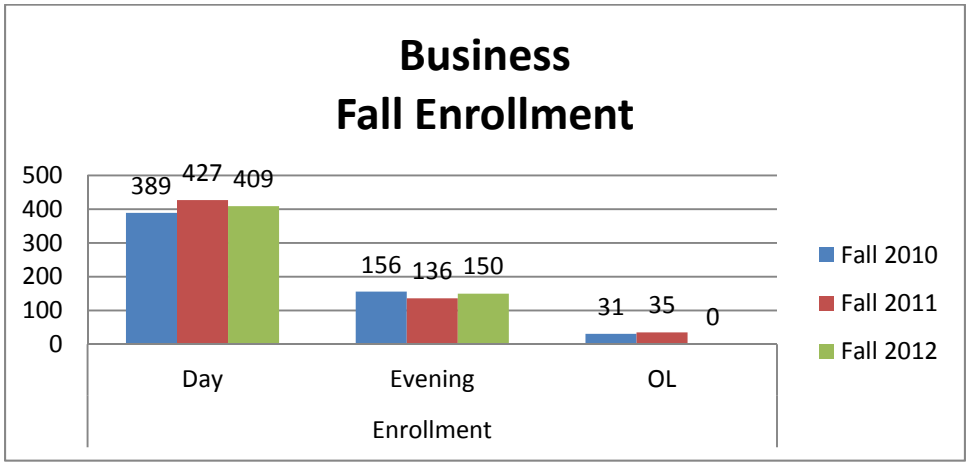
2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Review the need for BUS 176 (Office Transcription)	☐ 1 **X** 2 ☐ 3 ☐ 4
	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** After review it was decided to eliminate this one unit course from the Office Technician and Administrative Assistant programs. Improved software has eliminated the need for this course going forward.	

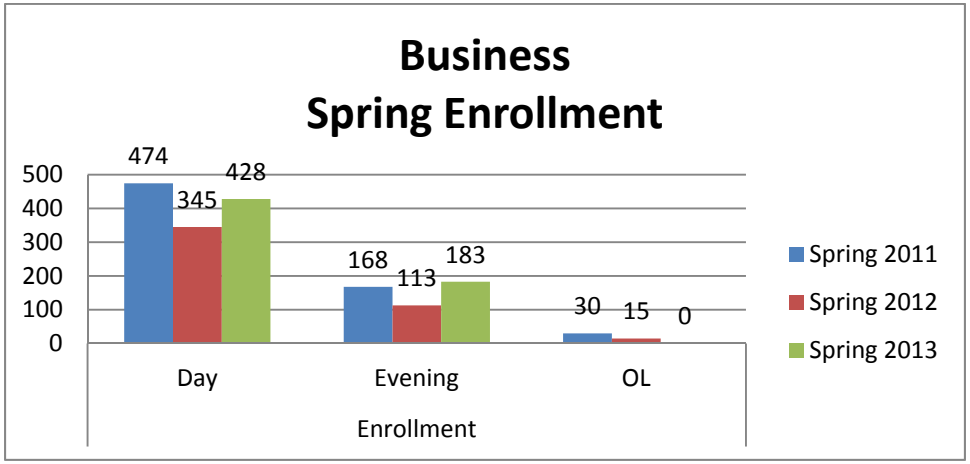
B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

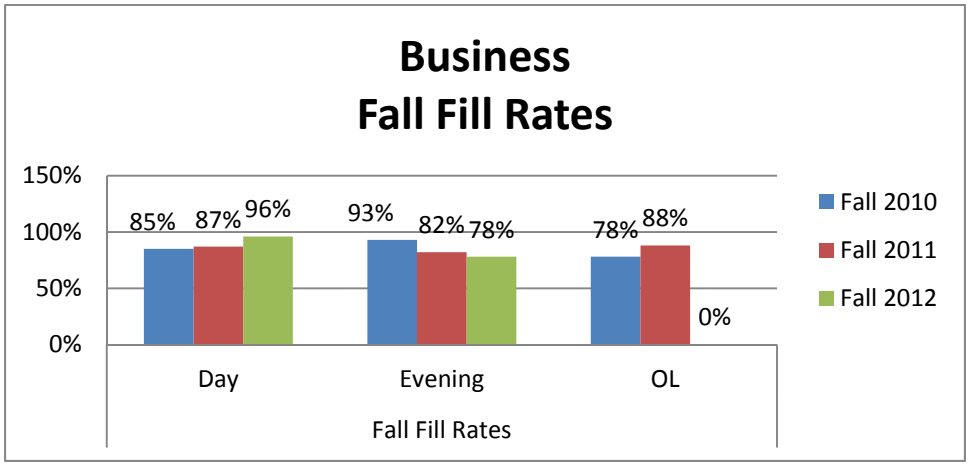
1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

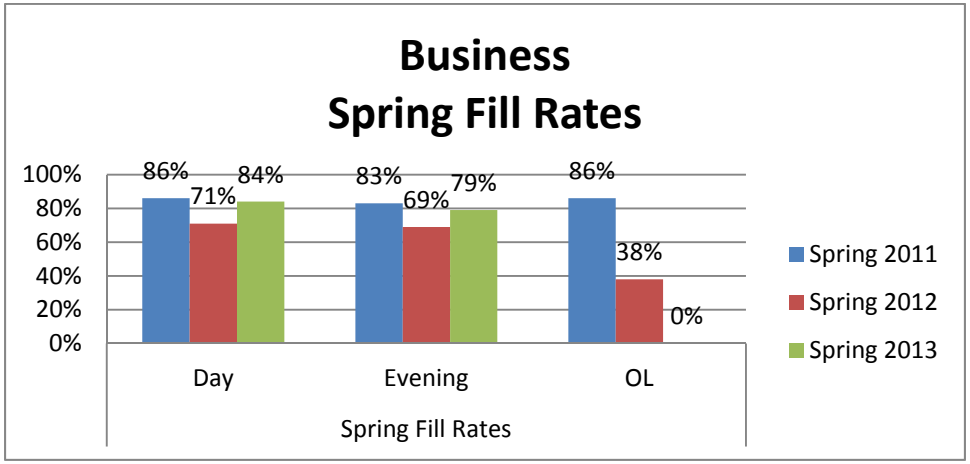
   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

   Here are the charts for all business classes.




Business
Spring Enrollment
500
400
300
200
100
0
474
345
428
168
113
183
30
15
0
Day
Evening
OL
Enrollment
Spring 2011
Spring 2012
Spring 2013


Business
Fall Fill Rates
150%
100%
50%
0%
85%
87%
96%
93%
82%
78%
78%
88%
0%
Day
Evening
OL
Fall Fill Rates
Fall 2010
Fall 2011
Fall 2012



For our Office Occupations Programs (Accounting Technician/Administrative Assistant and Office Technician) total enrollment has fluctuated considerably over the last three years. The program suffered when the college changed its fee policy in 2011. Since the reversal of this policy, enrollment has bounced back. Fill rates have averaged 84% (not including 2011-2012).

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

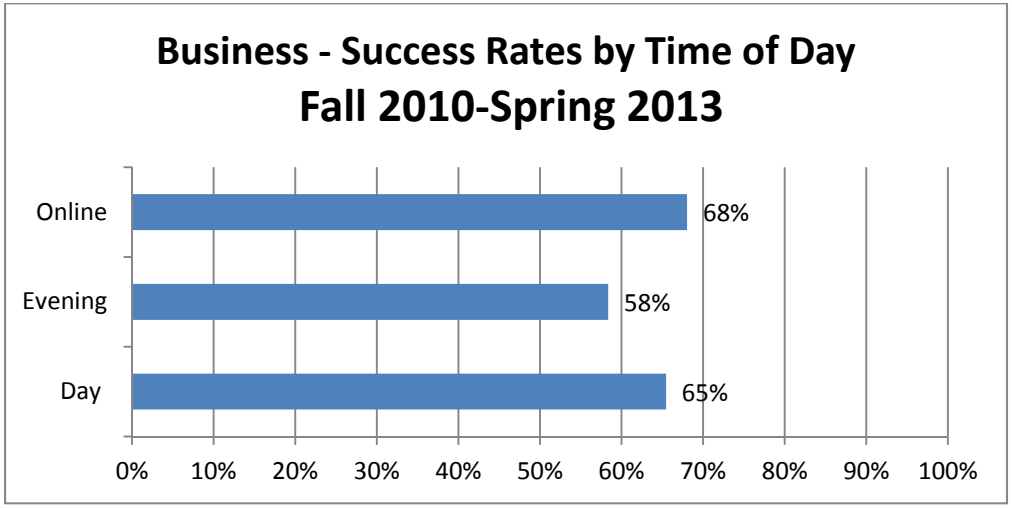
According to the most recent data below, productivity has been below the state goals. We have averaged 404 (WSCH/FTEF) over the past three years. Smaller class sizes, particularly in the computer labs are at least partially responsible for this issue. However, with the recently increased capacity in two of our computer labs, we expect this number to rise going forward.

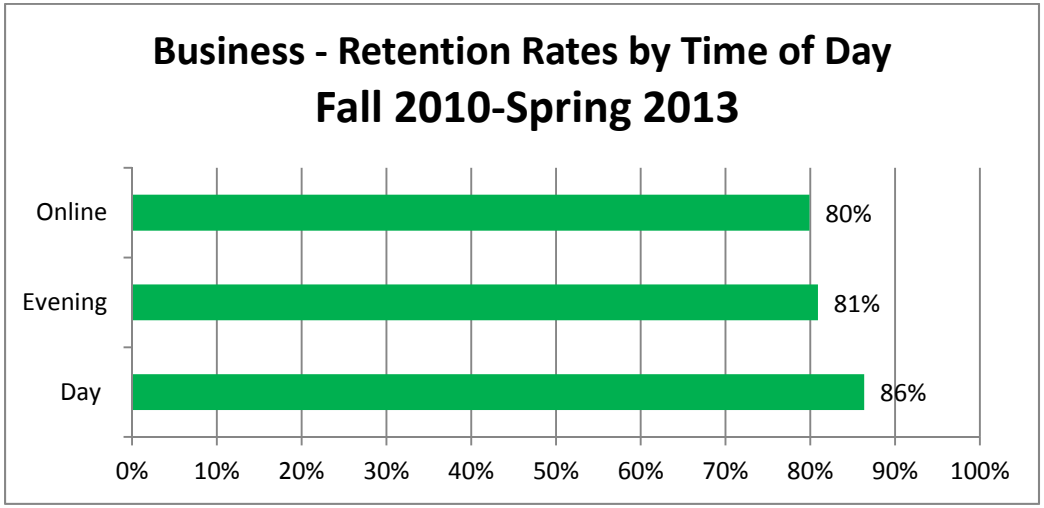
Compared to the state averages for the past year, we match up well. Our retention rates are about 1.5% above the state average of 86% and our retention rates are about 1% above the state average of 69.9%. Additionally, the last two semesters show even more increases in both success and retention.

Office Programs

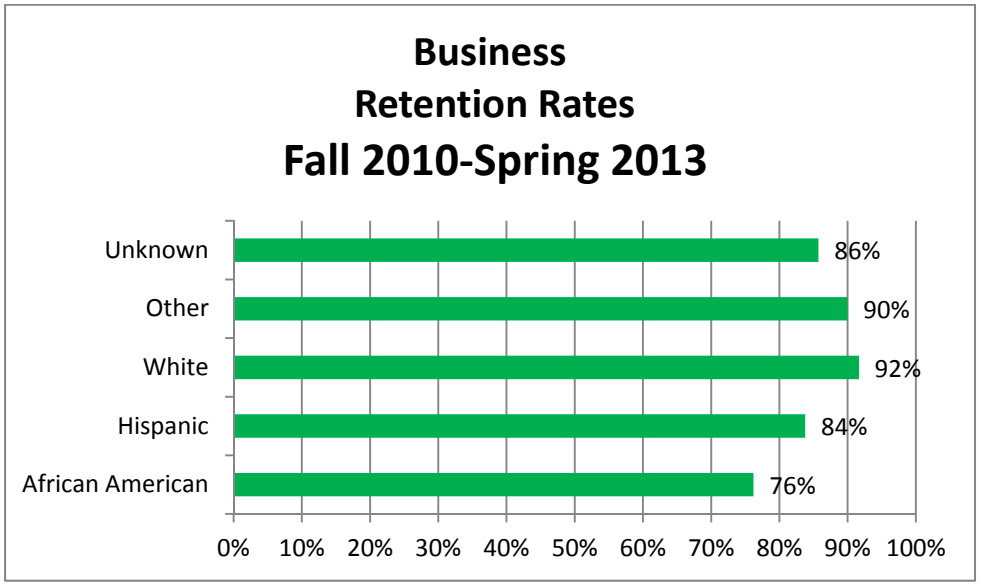
Term	Enroll	Fill Rate	Sections	Mass Cap	Avg. Cap	Avg. Size	FTES	FTEF	WSCH	(WSCH/FTEF)	(FTES/FTEF)	Success	Retention	Day	Night	OL
Fall 2010	421	88%	16	476	29.75	26.31	30.54	2.43	1024.8	430.08	12.57	66.27%	86.70%	11	5	2
Spring 2011	411	87%	16	472	29.5	25.69	32.78	2.7	1135.7	419.59	12.14	69.10%	83.94%	8	8	2
Fall 2011	309	83%	12	371	30.92	25.75	26.12	2.15	884.8	426.91	12.15	69.90%	88.35%	11	1	2
Spring 2012	336	72%	15	468	31.2	22.4	32.35	2.96	1019.6	369.09	10.93	67.86%	87.20%	11	4	3
Fall 2012	401	91%	16	442	27.63	25.06	35.06	2.63	1106.2	414.16	13.33	79.80%	90.27%	13	3	0
Spring 2013	353	80%	16	443	27.69	22.06	33.59	2.96	1080.5	364.09	11.35	75.07%	87.82%	15	1	0

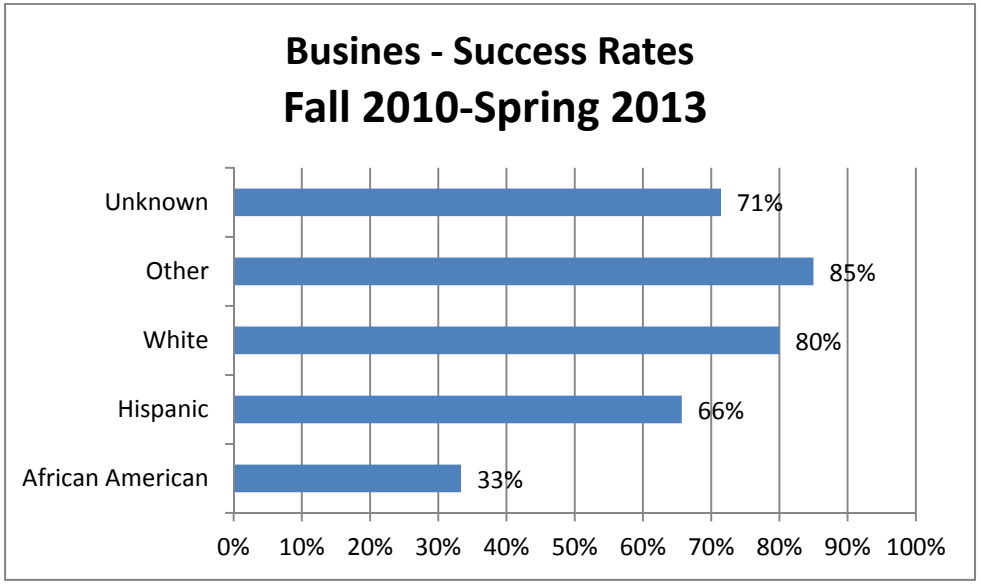
c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.





d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).





Most of our Office Occupations classes are taught during the day. There is no significant difference in success and retention rates by time of day. Retention rates are strong across all races. Students in the White and Other categories have slightly higher success rates than other races. Both retention and success rates have risen slightly over the last school year.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

	Certificates	Degrees
Business Accounting Technician	7	15
Business Administrative Assistant	2	4
Business Office Technician	13	12

No real trends here. Students are completing the program at similar rates to the past. Getting students to actually apply for the certificates they have earned continues to be a challenge.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

One of the keys to the continued success of our office occupation programs is to allow students to complete the program in a timely manner. Adding Winter Session should prove very helpful to students trying to complete an Office Occupations program in one year.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

BUS 260 was eliminated from the Office Technician program. Faculty felt there was more than adequate business communication skills embedded in the certificate and by eliminating this course, the total number of units for the Office Technician Certificate falls from 28 to 25 units.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

The program is stable. Additionally, the job market continues to be strong in the Office Occupations Programs.

Occupation	TOP Code	SOC Code	2008	Average Job Openings per Year
Executive Secretaries and Administrative Assistants	0514.00	436011	470	9
Secretaries, Except Legal, Medical, and Executive	0514.00	436014	580	12
First-Line Sup/Mgrs of Office and Administrative Support Workers	0514.40	431011	620	19
Accountants and Auditors	0514.00	132011	270	11
Bookkeeping, Accounting, and Auditing Clerks	0514.00	433031	770	21
Payroll and Timekeeping Clerks	0514.00	433051	190	7

Medical Secretaries	0514.00	436013	360	11
			Total	90

Student Learning Outcomes and Program Learning Outcomes

Course	units	# SLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
BUS 059	3	3		3	1	2					
BUS 061	3	3	1	2	3	1					
BUS 063	3	3	1		2						
BUS 136	3	3		3		1					
BUS 164	3	3	2	2		3					
BUS 167	1	1	1	1		2					
BUS 169	2	2	1	1		2					
BUS 172	3	3	3	2		3					
BUS 176	1	1		1		1					
BUS 180	4	4	1		2						
BUS 210	4	4	1,2,3	1	1	2					
BUS 260	3	3		4	1	2					

CIS 101	3	3	2	3	1	2					
CIS 108	3	3	3	1	2	3					
CIS 124	1	1	1	1	1	1					
CIS 125	1	2	1	2	1	2					
WE 201	1	1	1	1	1	1					
WE 220	1	1	1	1	1	1					

Program	PLOs Identified	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Office Technician	3	2	3	rewritten	1	2				
						Angie				
Accounting Technician	3	1	2	rewritten	1	3				
						Alison				
Administrative Assistant	3	3	1	rewritten	2	3				

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	**INSTITUTIONAL GOAL(S)** (Check all that apply.)

1	**FUTURE PROGRAM GOAL #1** Budget Priority #1			**INSTITUTIONAL GOAL(S)**
Identify Goal: Improve overall efficiency of 901 lab				☐ 1 ☐ 2 **X** 3 ☐ 4
Objective: Make the lab more user friendly to all classes.				
Task(s): Add keyboard trays to each of the computer stations to allow typing and word processing classes to be taught there				
Timeline: Fall 14				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
X One-Time ☐ Recurring	☐ Categorical Specify:	**X** General Fund	**X** Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$3500

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Upgrade Intuit Quickbooks in classroom and lab		☐ 1 ☐ 2 **X** 3 ☐ 4
Objective: Upgrade to newest software Quickbooks 14		
Task(s): Purchase site license for 75 computers		
Timeline: Fall 14		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
X One-Time ☐ Recurring	☐ Categorical Specify:	**X** General Fund	☐ Facilities ☐ Marketing **X** Technology ☐ Professional Development ☐ Staffing	$1200

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Renew site license for Perfect Interview Software		☐ 1 X 2 X 3 ☐ 4
Objective: Allow Office Technician classes to continue to use vital software.		
Task(s): Renew software license		
Timeline: Fall 14		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time X Recurring	☐ Categorical Specify:	X General Fund	☐ Facilities ☐ Marketing X Technology ☐ Professional Development ☐ Staffing	$1900

TOTAL BUDGET REQUEST	$6600.00

1. How will your enhanced budget request improve student success?

Currently classes are being taught in the CISCO lab without keyboard trays. For non-CISCO classes this is a problem. Keyboard trays will make it easier for students to complete their assigned tasks.

QuickBooks and Perfect Interview software are essential for ongoing programs.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Record and report routine accounting transactions.	**X** ISLO 1 **X** ISLO 2 **X** ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Students evaluated business transactions for appropriate accounts; determined whether the account increased or decreased; and assessed whether the increase or decrease required a debit or a credit. The using the appropriate form, the student prepare the journal entry. 52/77 students (68%) scored 80 or better, while 54/77 (70%) achieved the desired 70% or better.	
	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Apply effective verbal, nonverbal, and written communication in a professional manner.	X ISLO 1 X ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: 20/28 (71%) students assessed scored 70% or better. This outcome will be assessed again in a second class to see if any further gains are made by students.	
	X Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Design and create business documents using Microsoft Office Suite	X ISLO 1 X ISLO 2 X ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: A rubric was used to assess the student employment portfolios submitted. Portfolios consisted of revised, well organized course projects.	

	Portfolio	
90-100	8	42%
80-89	3	16%
70-79	2	10%
60-69	3	16%
50-59	2	16%

68% of the students net the goal of achieving a 70% or better score. This was just below our goal of 70%.

☐ Met **X** Partially Met ☐ Not Met

	Provide detail on any improvements/effectiveness and detail status on those not fully met: Project Porfolios not only allow the instructor to evaluate students' Office Suite application knowledge, but also their creativity and professional organizational skills. While scores were just below what was hoped for, the project itself is an excellent assessment tool. No changes at this time.	